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ABSTRACT

Major socioeconomic trends, including the growth of service industries, increased urbanization, and the enhanced importance of leisure time, have brought about the evolution of what might be called the full-service community college. This institution, which culminates the development of the American community college toward its community-based orientation, is characterized by an integration of the college and its service area to a degree that has never before been experienced. As a broker of comprehensive educational opportunities, the full-service community college brings the college and the community together to identify and meet lifelong educational needs in the areas of personal development, vocational skills, and transfer education. The fulfillment of this role requires the college to utilize the marketing and recruitment techniques that will reach all citizens in the area, and also requires that educators incorporate flexibility and creativity in programs and activities. As the college moves toward a full-service orientation, it will become decentralized, serve an increasingly part-time clientele, utilize a greater variety of instructional delivery systems, and stress the concept of lifelong learning. Such changes, while they may take nine to twelve years to materialize, will enable the college to better serve its clientele. (JP)

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# the full-service community college: an essay

john shepherd

## introduction

The community college, sometimes called "the people's college or the American college", is a product of social pressures and rapid social change. Social change is reflected not only in the various learning and service provided by these institutions, but also in the attitudes and the expectations of the various publics, customers, and clientele served. Many educators believe that the community college with a full-service mission is in the best position of any of the educational institutions in the society to serve the needs and wishes of the greatest number of clientele during the 1980's and 1990's. The people's college with a full-service mission appears to have a bright future in American higher education. It also appears that the major national social and economic trends greatly favor the full-service community college. These are as follows: 1) trend toward a post-industrial society; 2) trend toward service occupations; 3) trend toward increased urbanization; 4) trend toward increasing significance of energy; and 5) trend toward growing importance of leisure. The comprehensive community college may also be in the

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best position in American higher education to meet "the challenge of numbers" because of its location and service orientation.

history

Four periods are responsible for the development of the American community college. In the first period, from about 1850 to 1900, the junior college was largely a thought in the minds of a few leading American educators. During the second period, roughly 1900 to 1920, little attention was paid to adult and vocational/technical education or to community services or community development as we now understand them. The curriculum of the typical junior college was derived almost entirely from the freshman and sophomore years of the traditional liberal arts college or university. Vocational/technical, occupational/career, and adult education appeared on the scene during the third stage of junior college development, the period of diversification, from the 1920's to the 1940's. It was around 1948 that the community services possibilities of the two-year college were beginning to be recognized. In 1948, in fact, the term "community college" was first utilized in a presidential report on the future of higher education in the nation. Since then the community college, responding to rapid social change, is beginning to evolve into what might be called "the full-service community college".

A full-service community college is characterized by an integration of the college and the community to a much greater degree than can be found in the typical community college. Offering its facilities

and resources, human and physical, to the community it seeks to be a full-service institution. The full-service community college is an extension of the community services/development concept, both in terms of service and development. Community service in the community college of 1980 is not just a "grab bag" of short courses and avocational and recreational activities. It is a process of leading the total community toward defining goals for itself in terms of services and development. The major question is "What does a community need that a comprehensive community college can uniquely provide"?

A full-service community college's programming is a two-way proposition. It presupposes an increase of services from the college's service area to correspond with the increased services from the college to its community. The full-service institution is the educational broker of these programs, offerings, and activities. As an educational broker, it brings the college and the community together to make decisions affecting both parties, channels specialized competencies in both directions, coordinates the use of physical resources, conducts community studies and market research, and fosters the widest variety of educational opportunities of the citizens of the college's service area.

Early in the maturing patterns of the two-year college, the full-service philosophy was not there, but it has been formulated due to rapid social change and social forces and public demand during the last thirty years. But, only in the past few years, has the complete meaning of the concept of the full-service community college begun to be evolved and developed.

mission statement for the full-service community college

The full-service community college must adopt the philosophy in thought, in word, and in deed that educational opportunities should be available regardless of economic, social, motivational, and distance and geographical barriers. To support the full-service philosophy, the institution should maintain an "open-door" admissions policy actively and with great vigor develop financial aids resources for all, emphasize teaching/learning and counseling for students, and offer classes/activities off-campus whenever the need arises. A full-service community college should have a comprehensive marketing, recruitment, and retention program that will best serve the clientele of the college's service area. The college must implement the philosophy that education is not only a preparation to earn a living, but that it is also a way of life and that learning never ends.

The mission statement for a full-service community college should include a commitment to the following concepts: 1) life-long learning and the idea that learning is a process that never ends; 2) community services, community development, and the idea that the institution is community-based and reflects the culture of the area being served; 3) student development directed and centered; 4) curricula, offerings, programs, and activities that reflect the needs and the wishes of all the people of the college's service area, with programs, offerings, and activities in the following: a) continuing education; b) occupational/career (vocational/technical); c) general education; d) developmental studies; and e) college transfer; 5) teaching and learning centered

with a commitment to the search for excellence in all programs, offerings, and activities; and 6) service directed, with a commitment of service to all.

The mission of a full-service community college should provide for a variety of life-long learning opportunities for the citizens of the service area. An appropriate array of high quality learning experiences and support services should be established throughout the service area taking into consideration the educational and cultural diversity of the population to be served. Specifically, a full-service institution should provide opportunities for: 1) personal growth and development; 2) job entry skills in vocational/technical careers; 3) transfer to other institutions of higher education: 4) learning experiences and support services in population centers throughout the service area; 5) optional learning opportunities in addition to traditional instructional modes; 6) enhancement of communities as well as individuals; and 7) accountability of programs, services, and staff through planning and evaluation systems. The mission statement for the full-service community college should reflect flexibility, learning and service, and creativity.

characteristics of the full-service community college

By definition, the full-service community college is a community-based institution. This type of college is learning and service directed and oriented. The "reason-for-being" a full-service community college is to provide a wide variety of learning experiences to the greatest range of clientele. A full-service college is the educational brokering center

of the community for which it is designed to serve. As the educational brokering leader of the institution's service area, all postsecondary educational programs, offerings, and activities should be coordinated through this community institution. The educational common-market approach of educational contracting for services should also be provided by the full-service community college. All educational activities provided by the many agencies of the community can be provided by and coordinated through this type of higher educational model. This model must be learning, teaching, and service directed and dedicated to the concept that learning never ends. The full-service community college serves as the teaching, learning, and service clearinghouse for the college's service area and should exhibit the following characteristics: 1) learning and service centered; 2) community-based; 3) directly responsible to the educational needs and wishes of the service area; 4) teaching oriented; 5) clientele centered and directed--the customer is the college's "reason-for-being"; 6) educational brokering/common-market approach, with the widest possible variety of publics, customers, and clientele being served, with a commitment to college transfer and occupational/technical offerings of high quality; 7) life-long educationally oriented with a commitment to continuing education under the concept of community services/community development and a belief in the basic idea that learning never ends; 8) student development directed with a comprehensive developmental studies program providing learning activities from honors through remedial offerings; 9) local control and autonomy with a locally elected board of control responsible for the educational and financial policies

of the institution; 10) service oriented--"the campus is the district" with outreach centers throughout the college's service area; 11) career education centered with all education directed toward a career (eighty-four percent of the students of Quincy College, a liberal arts institution located in Quincy, Illinois, indicated that college should prepare students for a career); 12) marketing, recruitment, and especially retention directed; 13) public relations and public information oriented (image building via communications); 14) mission statement of the college should reflect the culture of the college's service area; and 15) most importantly, committed to the search for excellence in all programs, offerings, and activities through the process of accountability.

full-service community college

Flexibility, learning and service, and creativity are the key ingredients in the planning, development, and implementation of a full-service community college. The curriculum, the faculty and staff, the facilities, and management team must be able to adjust with speed and vigor to changing needs, wishes, and demands of the various groups served by the institution. Service must be of great diversity and variety and be designed and directed to reach as many persons from different socio-economic levels as possible. The business of a full-service institution is learning and service. The success of the college will be based on the value satisfaction and skills development of the persons served. Creativity in teaching and learning techniques, programs, activities, and offerings provided will also be paramount to the success of the college. The number of

people served, not credit hours generated, will become the measure used by the local and statewide coordinating agencies in evaluating the success of a college. Creativity in marketing and retention will become most important to the success of the full-service community college.

institutional shifts

As a community college moves toward a full-service community institution, several major shifts occur within them: 1) the community service and community development functions of the institution are greatly expanded; 2) the average student credit hour load decreases with more persons enrolled part-time; 3) the ratio or mix of non-credit to credit offerings changes in favor of non-credit; 4) additional part-time faculty, both credit and non-credit, are utilized; 5) the ratio of part-time to full-time faculty increases; 6) the number of persons served in the evening/extended day operations of the college increases, including especially weekend activities; 7) the number of persons served in off-campus centers, both credit and non-credit programs and activities increase significantly; 8) increased enrollment in college by newspaper and television, individual instructional packages, tours, and other non-traditional teaching and learning procedures; 9) a much greater variety of persons are served by the institution; 10) there is a dramatic increase in the total number of contacts made and the number of people from all levels of society served by the college; 11) the institution becomes decentralized and truly community-based; 12) planning, organizing, supervising, evaluating, and especially coordinating activities become

more difficult to achieve for administrative personnel, but are more important to the success of the institution; 13) a great number of persons in the college's service area become aware of the institution and its services to the community; 14) the college becomes more important to the community and the community is more important to the institution; and 15) there is a greater integration of college and community in the utilization of all resources.

future development of the community college

The major difference between the community college of today and the full-service community college of today and tomorrow is in two basic areas: 1) the mission, role, and scope of its community services/community development program and activities; and 2) the degree of integration between the college and its community and the community and the college--how community-based is the institution's philosophy and operations. At the moment, the full-service community college is just beginning to emerge.

If the future two-year institution is going to fulfill its mission as a comprehensive full-service community college, it will have to show many of the following characteristics: 1) an expanded service area; 2) expansion of outreach centers, especially serving non-credit continuing education enrollees; 3) increased emphasis on marketing, public relations, and retention and recruitment; 4) administrative and organizational structures allowing for life-long educational activities and offerings to be planned, organized, promoted, and implemented with great variety and

speed; 5) decreased state and federal control and increased local control and support; 6) funding patterns providing for the management and coordination of life-long educational programs, community service/community development activities, and other community oriented offerings, services, and activities; 7) greater overall direction and coordination of all community service/public service/community development activities, programs, and agencies by the college; 8) shifting of funds, people, and facilities into community service/community development activities; 9) greater utilization of all facilities within the college service area--public schools, libraries, banks, industries, businesses, etc.; 10) teaching faculty composed of a great variety of part-time instructors from the college's service area; 11) a blending of resources and programs from the community and the college; and 12) a complete community-based integration of the various functions of the college with its service area in the form of service to people.

There are three basic phases of development for the full-service community college. The first phase, approximately six to seven years, is characterized by getting all systems operative and producing a good product; second phase, approximately three to five years, is demonstrated by the college's attempting to serve the greatest number of publics, customers, and clientele with the widest possible programs, activities, and offerings; and third phase, the life of the institution, is characterized by the search for excellence and the full implementation of the philosophy of the full-service community college.

The future of the community college movement in the United States is directly related to the success of the full-service community college. This educational model is a learning and a service model designed for the 1980's and 1990's. It is the postsecondary educational institution that can best meet the needs and wishes of the persons it is designed to serve and also meet the challenges of the 1980's and 1990's in the American society. As a product of rapid social change, the full-service community college is best suited to deal with the problems in the American society caused by social change. As a change agent, the full-service community college is also in an excellent position to serve the educational needs and wishes of all the publics, customers, and clientele of the college service area. The new mission of the community college must emphasize the concepts of life-long education and community and student development. Learning and service for all is the benchmark of a full-service community institution. Flexibility, learning and service, and creativity are the key operational elements of the full-service community college.

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